**MCPS Grading Practices Committee**

**Exit Ticket Responses: Three-Two-One**

**October 29, 2012**

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| Three big ideas you will bring back to your team, or colleagues, or friends, or others in your life as a result of our grading practices discussion…   * Needing to have “many grades” as specific measures of competencies or lack thereof * Need for students to have lots of choices to improve and have that reflected by their grades * Need to have grades be as uniform and accurate as possible in order to be a meaningful measure of knowledge or skill * Using proficiency indicators in middle school and beyond * Begin grading practices conversations in PLC – start with clear targets * Student led conferences – begin designing for next year * Grades do not reveal learning * Grades may be motivators/de-motivators * Effort should not be part of grading systems. * Students should be graded on what they have learned rather than an average performance over a period of time. * Redos make sense and reflect real life. * We are not in agreement on what a “grade” measures. * “We” are not comfortable with the current system. * “Grades” need to be more informative. * How did we come value getting good grades? What do they really mean to us? * Are students’ grades more important to students themselves, their parents, or their teachers? * How do we help students to describe their grades and their learning during conferences next week? * There is not clear understanding as to the purpose of grades. * The way we discuss grades and achievement can have unexpected impacts on motivation. * Changing grading practices might only be possible if we change curriculum expectations. * We need to know the purpose of an assignment in order to grade it fairly/accurately. * Giving students the opportunity to redo their work will help them prepare for later on in life (contrary to traditional beliefs). * Averaging scores is not a good grading practice. * Offer multiple chances for proficiency. * Coach the students on what a grade means for your class for student-led parent/teacher conferences. * Whether a kid tries hard or does not ray hard the proficiency level should determine a “grade”. * Grading is a complex, sometimes poorly defined, process. * Parents and/or guardians should take a very active role in discussing with teacher regarding the meaning of letter grades. * Are we satisfied with our grading practices? * What changes would you like to see? * High school is somewhat beholden to forces ouside our control, e.g. college admission standards. |
| Two key concepts you will apply to your work, thinking, or discussion with others as a result of our grading practices discussion…   * Grades need to enhance, not detract from motivation to learn and improve * Finding balance between meaningful multiple opportunities to learn/master and practicalities of what teachers can do * Wormelli – make classroom an environment where it is ok to take rists and fail as long as there is support to be resilient * Conveyor belt education where a student who is 11 learns xyandz is out! * Alternative ways to assess learning should be found. * Portfolio systems belong to the children – let them tell what each thinks he’s at. * The best lessons are often a result of a failure. I will focus on what was learned rather than the failure. * Retake, redo, retest * The “learning targets” are written, how do we measure and communicate results? * Do I treat students differently when I grade based on how hard they work/their personalities? * Am I making the best instructional decisions for all students based on their proficiency levels? * Assessing or labeling can de-motivate a person to perform. * Achievement goals do not need to have assessment in in order to be reached (redefine failure). * Making grades based more on summative assessments than everyday work. * Teach test-taking skills, so students’ scores on summative assessments will accurately reflect what they know. * Spend more time on the review in class as a way to reteach/redo/and allow for retakes. * Change assessments to be based on learning targets and remove rote performances. * Determine concrete standards after sufficient input and discussion. * Communicating clear standards. * More deliberate in what grades represent. * Power of letting kids re-do not accepting failure. |
| One question you have as a result of our grading practices discussion…   * Need a primer on the vocabulary of the trade * Will we develop a district grading practice? * Why do teachers use only one type of assessment – one does not always fit all? * How will a teacher have time to grade under an optimal system we have discussed? * What do we want “grades” to measure? * How does the district handle questions regarding grades earned and grading policies? * Are grades just as detrimental to high achieving students as they are to low achieving students? * What incentive/motivation can you provide for students that are non-compliant, won’t finish their work, no matter what? Mostly an issue with older students, I think. * With no high school teachers in the room is this going to be feasible at grades 9-12? * Can grades appropriately motivate children? * Is there a way to change [our grading practices] that aligns with current purposes of grades following high school? |